DOCUMENT RESUME

ED 210 355 UD 021 830

TITLE A Study of the Longitudinal Effects of the Title I Reading Component From 1976 Through 1980.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE 19 May 81
NOTE 8p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Elementary School Students; *Longitudinal Studies; Program Effectiveness; Reading Achievement; *Reading Improvement; Underachievement
IDENTIFIERS *Atlanta Public Schools GA; *Elementary Secondary Education Act Title I

ABSTRACT

The purpose of the study was to determine the longitudinal effects of a Title I reading component on students in grades two through five from 1976 through 1980. The following questions were considered in the analysis of performance among reading participants: (1) Do the same students remain in Title I year after year? (2) Do students who participate in Title I for one year achieve at a higher level and no longer need the compensatory instruction? (3) Do students participating in Title I the first year score too high on the standardized achievement test to be eligible the following year, and become eligible to participate again in the third year? Results indicated that although 29 percent of the students remained in the program for the full four year period, the achievement of 12 percent of the students improved significantly. The remaining 59 percent of the students fluctuated in and out of the program during the four year period. (JCD)

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ED210355

A Study of the Longitudinal Effects of the Title I Reading Component From 1976 Through 1980

May 19, 1981

Atlanta Public Schools

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UD021830

A STUDY OF THE LONGITUDINAL EFFECTS OF THE TITLE I READING COMPONENT FROM 1976 THROUGH 1980

Introduction

The Title I Program of the Atlanta Public Schools has been designed to provide daily individualized compensatory instruction in reading and mathematics to underachieving students. The goal of the program is to raise the achievement level of the students. Ideally, if a student is successful in Title I, he will achieve at a higher level and no longer require the compensatory instruction.

The achievement of the students in the Title I Program has been monitored annually, and the achievement levels and gains of the group have been determined. However, there have been pertinent unanswered questions:

1. Do the same students remain in Title I year after year?
2. Do students who participate in Title I for one year achieve at a higher level and no longer need the compensatory instruction?
3. Do students participate in Title I one year, score too high on the standardized achievement test to be eligible the following year, and the third year become eligible to participate again?

Description of Study

In order to determine the longitudinal effects of the reading component of the Title I Program, a study was conducted covering the period from the 1976-77 school year through the 1979-80 school year. During the four-year period, the selection criterion for participation in the Title I reading component remained the same. To be eligible, a student was required to have an age achievement score (AAQ) of 90 or less on the reading comprehension subtest of the Iowa Tests of Basic Skills. (AAQ was determined by dividing the age equivalent score by the actual age of the child and multiplying by 100.)

The subjects for study were all pupils in grades 2 through 5 who participated in the Title I reading component in the 1976-77 school year and remained in the Atlanta Public Schools. The study was limited to those grade levels since all had the opportunity to participate in Title I for the four-year period. (The Title I Program served students from grades 2 through 8. Therefore, a fifth grader in 1976-77 would have been in the eighth grade in 1979-80.) Those students were then traced for the subsequent years to determine if they were served by the Title I reading component.

As indicated in the diagram, the group of 3,775 reading participants in the 1976-77 school year was composed of eight subgroups in the 1979-80 school year. The subgroups were as follows:

1. The students who were served by Title I each of the four years.
2. The students who were served in 1976-77, 1977-78, 1978-79, and not served in 1979-80.

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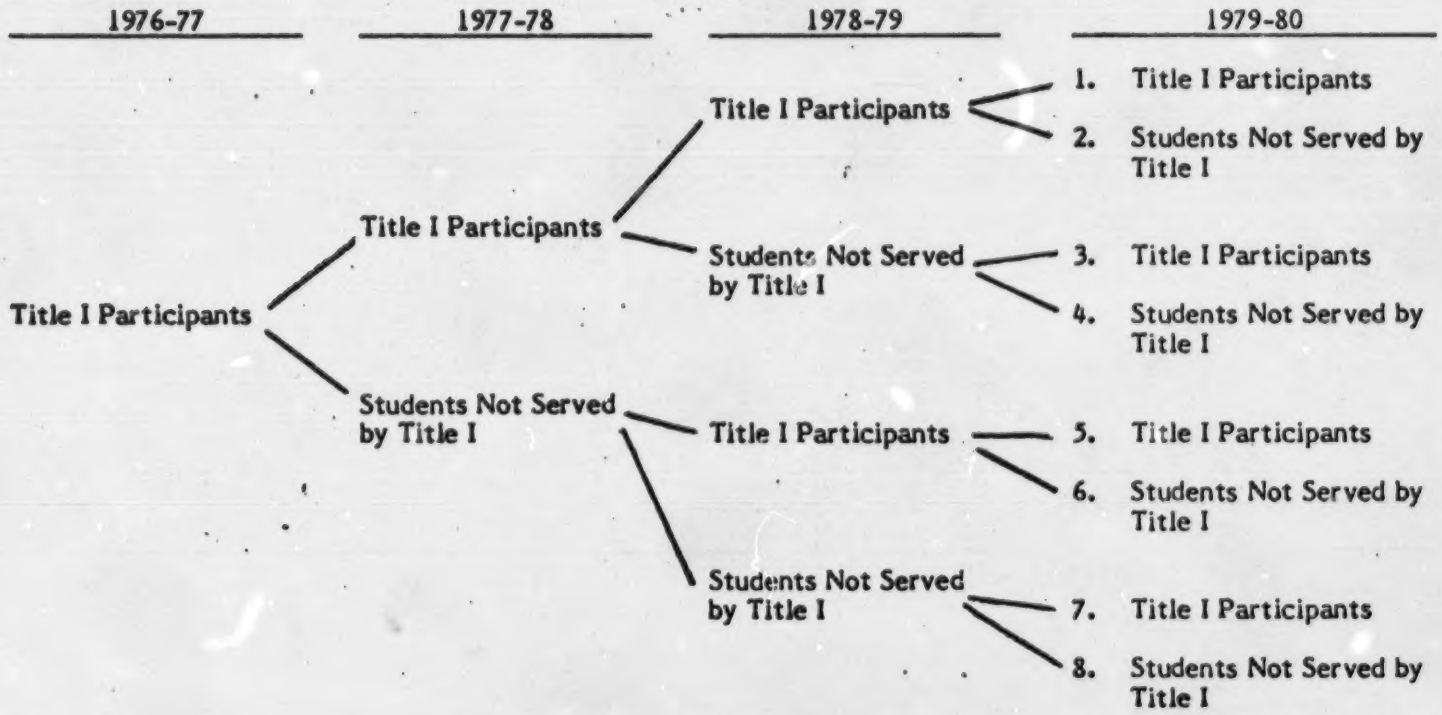
DIAGRAM OF GROUPS IDENTIFIED WHO PARTICIPATED OR DID NOT PARTICIPATE IN THE TITLE I READING COMPONENT FROM 1976-1980


1976-77
1977-78
1978-79
1979-80
Title I Participants
Title I Participants
Title I Participants
1. Title I Participants
2. Students Not Served by Title I
Students Not Served by Title I
3. Title I Participants
4. Students Not Served by Title I
Students Not Served by Title I
Title I Participants
5. Title I Participants
6. Students Not Served by Title I
Students Not Served by Title I
7. Title I Participants
8. Students Not Served by Title I

4. The students who were served in 1976-77 and 1977-78 and not served in 1978-79 and 1979-80.

5. The students who were served in 1976-77, not served in 1977-78, and served in 1978-79 and 1979-80.

6. The students who were served in 1976-77, not served in 1977-78, served in 1978-79, and not served in 1979-80.

7. The students who were served in 1976-77, not served in 1977-78 and 1978-79, and served in 1979-80.

8. The students who were served in 1976-77 and not served in 1977-78, 1978-79, and 1979-80.

Analysis

Of the total group of 3,775 Title I reading participants in grades 2 through 5 identified for study, it was found that 62 percent were served in the 1977-78 school year, and 38 percent were not served. In the 1978-79 school year, 63 percent of the group were served, and 37 percent were not served. By the 1979-80 school year, 60 percent of the total group were served, and 40 percent were not served.

When viewed in terms of the eight subgroups in 1979-80, the following was found:

1. A total of 29 percent of the participants remained in the Title I reading component for the four-year period.

2. Fourteen percent were served for the first three years and not the fourth year.

3. Ten percent were served for the first two years, not served the third year, and served again the fourth year.

4. Twelve percent were served the first year, not served the second year, and served the remaining two years.

5. Eight percent were served for the first two years and not served the last two years.

6. Six percent were served the first year, not served the second year, served the third year, and not served the fourth year.

7. Nine percent were served the first year, not served the second and third years, and served the fourth year.

8. Twelve percent were served the first year and were not served the following three years.

The table on the following page indicates the percentages served for one to four years.

PERCENT OF STUDENTS SERVED EACH YEAR BY TITLE I

No. of Years Served	Percent of Group	Years Served From 1976-77 Through 1979-80			
		First Year	Second Year	Third Year	Fourth Year
4	29	X	X	X	X
	29				
3	14	X	X	X	—
	10	X	X	—	X
	12	X	—	X	X
	36				
2	8	X	X	—	—
	6	X	—	X	—
	9	X	—	—	X
	23				
1	12	X	—	—	—
	12				

All students who were served during the four-year period were eligible based on the selection criterion. However, all those not served were not ineligible. Some scored near the cut-off score for eligibility and were placed on a waiting list.

Conclusions

The achievement of 12 percent of the students improved greatly. These students scored sufficiently high after participating in the 1976-77 Title I reading component to be excluded from Title I the subsequent year, and, more important, they sustained the gains and continued to be excluded from the Title I reading component during the last two years. This group is viewed as the greatest success of the Title I reading component based on the goal of the program.

Twenty-nine percent of the students remained in the Title I reading component for the four-year period. These students were the lowest reading achievers and the least successful students academically. However, since Title I is designed to provide individualized compensatory instruction, it allows the students to meet with success by gaining in achievement even though it is at a lower rate.

The remaining 59 percent of the students fluctuated in and out of the Title I reading component during the four-year period. While in Title I, the students' reading achievement improved to a level no longer requiring the compensatory instruction. Then, in the years when no compensatory reading instruction was provided, the rate of achievement fell so that the students were eligible once again. It may be with this group that Title I provides the greatest service, for without the reinforcement of Title I instruction, there are visible drops in achievement rates.

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Research, Evaluation, and Data Processing
May 19, 1981